

DEVELOPING ENGLISH SPEAKING CURRICULUM FOR ENGLISH CLUB STUDENT ACTIVITY UNIT USING TABA MODEL

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Abstract

The curriculum is a foundation of teaching and learning activities. It can be used for reference to prepare learning materials before delivery to the class. Besides that, curriculum is also a parameter for the learning process achieved. The success of a curriculum implemented depends on how the teacher prepares the materials that want to be provided and the teaching method applied. This R&D research aims to develop an English Speaking Curriculum for English Club Student Activity Unit (SAU) at Nahdlatul Ulama Sidoarjo University (UNUSIDA). The development model used is Taba model (1962) that has seven stages, which are the diagnosis of needs, formulation of objectives, selection of contents, organization of contents, selection of learning experience, organization of learning experiences, and determination of what to evaluate and the way to do it. The data collection technique used interviews with English Club members while recording the conversation. The video recording is to collect information to obtain diagnostic data for needs. From the data obtained, researcher can determine the learning objectives to be achieved. The feasibility assessment developed from the principles of curriculum development. The results validation test of the development product reached the category of very valid with a percentage 90% by the expert validator, which means curriculum is feasible to use for the English Club Student Activity Unit at Nahdlatul Ulama Sidoarjo University.

Keywords: curriculum development, English speaking, Taba model, student activity unit, university students

Abstrak

Kurikulum merupakan landasan kegiatan belajar mengajar. Kurikulum dapat digunakan sebagai acuan untuk menyiapkan bahan ajar sebelum disampaikan di kelas. Di samping itu, kurikulum juga menjadi parameter tercapainya proses pembelajaran. Keberhasilan suatu kurikulum yang diterapkan tergantung pada bagaimana guru menyiapkan materi yang hendak diberikan dan metode pembelajaran yang diterapkan. Penelitian dan pengembangan ini bertujuan untuk mengembangkan Kurikulum Berbicara Bahasa Inggris bagi Unit Kegiatan Mahasiswa (UKM) English Club di Universitas Nahdlatul Ulama Sidoarjo (UNUSIDA). Model pengembangan yang digunakan adalah model Taba (1962) yang memiliki tujuh tahapan, yaitu diagnosis kebutuhan, perumusan tujuan, pemilihan isi, pengorganisasian isi, pemilihan pengalaman belajar, pengorganisasian pengalaman belajar, dan penentuan apa yang akan dievaluasi dan cara melakukannya. Teknik pengumpulan data menggunakan wawancara dengan anggota English Club sambil merekam percakapan. Rekaman video digunakan untuk mengumpulkan informasi guna memperoleh data diagnostik kebutuhan. Dari data yang diperoleh, peneliti dapat menentukan tujuan pembelajaran yang ingin dicapai. Penilaian kelayakan dikembangkan dari prinsip-prinsip pengembangan kurikulum. Hasil uji validasi produk pengembangan mencapai kategori sangat valid dengan presentase 90% oleh validator ahli, yang berarti kurikulum layak digunakan pada Unit Kegiatan Mahasiswa English Club di Universitas Nahdlatul Ulama Sidoarjo.

Kata Kunci: Pengembangan kurikulum, berbicara bahasa Inggris, model Taba, Unit Kegiatan Mahasiswa, mahasiswa

RESEARCH BACKGROUND

In this world, there are a lot of languages that are used in every country and surely their language has characteristics of their own. However, the language commonly used for international relationships is English, even though English is not their native language or second language (Muस्ताqim, 2024). There are a lot of English terms or slang in Indonesia that are commonly used like; cancel culture, glow up, spill the tea, etc. It showed that English has been a part of the lifestyle in

Indonesia, and in this era, English has been a need for learning because we mostly find English everywhere like in airports, malls, and mostly modern devices.

In Indonesia, English learning curriculum has been designed by the government and updated on KEMENDIKBUDRISTEK decree number 008/H/KR/2022. In that decree, the standard used to measure learning achievement refers to the Common Europe Framework for Reference of Language (CEFR). It is stated that the high grade for the F phase in the Merdeka curriculum equals to the B1 lower

intermediate level in CEFR. Students who want to continue English learning after the F phase, the Merdeka curriculum also manages the advanced level after the F phase which is equal to the B2 upper intermediate level in CEFR.

The English subject itself has been implemented at each level of education. Nahdlatul Ulama Sidoarjo University (UNUSIDA) also implemented English subjects and it becomes a general course for non-English departments that must be taken in the early semester. According to Noviyanti, Khurin`in, and Mahsunah (2021), English subject becomes essential due to it is the language mostly used, as well as the demands for improving communication abilities either orally or in writing to improve human resources.

According to Crisianita and Mandasari (2022), speaking skills have a significant role in communication. Speaking is an essential ability to make information be delivered clearly. Simply, there are many perspectives in exchanging information, but the information is going to be received clearly in oral communication.

UNUSIDA provides an English Club Student Activity Unit (SAU), it is a forum for students who want to improve English skills. English Club was established on 26 November 2016, and it was known at that time has 70 members from 9 non-English departments. The stead of English Club itself gave opportunities for students of non-English departments to learn English intensively (Noviyanti, Khurin`in, & Mahsunah, 2021).

Referring to the researcher`s experience as a member of the English Club SAU at UNUSIDA in 2022, the English Club did not have a curriculum for organizing the learning activities. Apart from that, English Club did not have categorization of members` abilities. Moreover, based on the interview with the English Club Supervisor by the researcher on 27 November 2023, English Club still did not have curriculum and categorization of members` abilities.

Organizing learning activities must have a basis as a reference or activity guide, which makes the learning activities have learning objectives, learning strategies, and evaluations related to the learning outcomes, these foundations are completely covered in the curriculum. Prasetyo and Hamami (2020) concluded that in striving to achieve learning goals,

the existence of a curriculum is needed. Therefore, a curriculum is crucial for preparing learning activities like in the English Club SAU at UNUSIDA.

Considering the essentials of the curriculum for preparing learning activities, it is obvious that the needs of English Club SAU at UNUSIDA is a curriculum. There are a lot of development models that can be used for developing a curriculum. One of them is the Taba model, which emerged to develop a curriculum by Hilda Taba (1962). The characteristic of Taba model is known as the grass-roots design because its implementation starts from the bottom to the up referring to the conditions in the field by analyzing the needs first (Panjaitan, 2022).

Based on real condition of the English Club at UNUSIDA, the researcher decided to develop English speaking curriculum to fulfill the needs. The curriculum can be used as a reference for preparing learning activities and determining learning goals and achievements. The model development for developing curriculum used Taba model.

RESEARCH METHODS

The design of this research is research and development, which consists of two activities: "research" and "development". The research itself has a role in analyzing an issue that occurred to determine the solution or meet the needs. Then the development itself is an action to make the solution realize to handle the issues or fulfill the needs.

There are a lot of research and development models that can used for developing products which used to fulfill the needs. Meanwhile, for this research and development use the Taba model. The Taba model was chosen by the researcher due to the development model designed for developing the curriculum by Hilda Taba.

The idea of research and development was to develop an English speaking curriculum for the English Club at UNUSIDA to fulfill the needs. The curriculum developed became referenced for the English Club to prepare learning activities. Apart from that, the achievement of learning became measurable with the existence of learning objectives in the curriculum.

The procedure in this research follows the steps of the Taba model (1962), these are the descriptions of the steps:

1. Diagnosis of Needs

In the early preliminary research, the researcher did documentation regarding language learners' competencies referred to CEFR at each level. The data obtained from documentation was used for the preparation of interview questions. During the interview section, the researcher took a video recording which was used as an object of data assessment for speaking ability.

The process of speaking assessment uses a rubric speaking assessment which consists of speaking aspects which are pronunciation, fluency, grammatical use, vocabulary, comprehension, and interaction (Brown & Abeywickrama, 2019). The results of the speaking assessment were used to classify the English Club members' level in English language skills, thus the English Club has a specific classification of the members.

2. Formulation of Objectives

After obtaining data classification of the members, the researcher continued to the formulation of objectives to determine the learning outcomes desired which appropriate to the needs of English Club members. At this step, the determination of the learning outcomes desired refers to the results of the speaking assessment obtained which focuses on the weaknesses and refers to the criteria abilities at CEFR.

3. Selection and Organization of Contents

The next procedure was the selection and organization of contents. The learning outcomes that have been determined became breakdown to be learning objectives that must be achieved by the English Club members. Thus the learning objectives became a basic competency at each meeting of the English Club. With these procedures, the English Club has learning activities structured.

4. Selection and Organization of Learning Experiences

After that, the selection and organization of learning experiences was the next procedure. The concept used is "learning by doing". According to Noviyanti, Khurin'in, and Mahsunah (2021), learning to speak English is practical learning, it means that language learners should regularly practice to speak that makes them used to speak English. Therefore, Myers, (2021) suggested to make learning speak easy

and effective, the topics or themes as learning content should be related to language learners' social lives.

5. Determination of what needs to be evaluated and the way

Ultimately, after completing those procedures, the researcher evaluated the whole starting from the sequences and aspects to the principles of curriculum development. Then the next step taken was preparing a questionnaire as a validation sheet that refers to the principles of curriculum development and the components of the curriculum. Through validation testing, the feasibility of the curriculum was known.

RESEARCH FINDING

A. Development Process

The type of research conducted is research and development. This study was carried out at the English Club Student Activity Unit (SAU) at Nahdlatul Ulama Sidoarjo University (UNUSIDA). The result of this research is an English speaking curriculum for the English Club SAU. The curriculum development model used the Taba model, the steps are the diagnosis of needs, formulation of objectives, selection and organization of content, selection and organization of learning experiences, determination of what needs to be evaluated and the way.

1. Diagnosis of Needs

Diagnosing needs is an analytical activity, carried out to understand needs based on conditions in the field (English Club SAU at UNUSIDA). Based on real conditions, the English Club did not have a curriculum that could be used as a guide in organizing its learning activities. This condition caused there were no learning objectives which made there was no evaluation of learning achievements. Apart from that, there was also no classification of English language proficiency levels.

Thus, the researcher highlighted that the English Club needed a curriculum as a reference for preparing learning activities. With the curriculum, learning outcomes can be measured through the achievement of learning objectives, which can also measure and classify the level of language skills of English Club members.

After that, the researcher measured the English speaking skills of the English Club members. From the data obtained, it is known that 6 of the 12

participants have English language skills at a basic level, and the remaining 6 have advanced skills. From this data, the weaknesses and abilities of English speaking skills at each level were also known in table below.

Table 1. Table of abilities and weaknesses of English speaking skills

Level	Ability	Weakness
Basic	On average, participants were able to receive information in English orally. This can be seen from the explanation given, even though they did not fully understand it, from the context of the answers given the participants were able to get the points of the questions.	Participants in the low-basic category, it was obvious that they experienced limited English vocabulary. This can be seen in how they mix Indonesian with English. Apart from that, the middle to the high-basic categories had many pauses when they spoke and then continued to use English, which indicates that the participants tried to remember the vocabulary they wanted to say.
Advanced	Advanced category participants were very fluent in speaking, and had no difficulty speaking English. Apart from that, as far as the researcher saw in the video recording, only a few grammatical errors occurred. An additional point of the advanced category was that some of them understood the vocabulary which rarely used.	Based on the video recording, the researcher did not find any significant weaknesses, only a few errors in the pronunciation of words using the letter "i", but it was still tolerable because it did not change the meaning and intent of the sentences. Apart from that, there was a little confusion in the use of vocabulary that has a similar meaning, such as "positive aura" and "positive atmosphere" which were used in sentences that describe a situation.

2. Formulation of Objectives

Formulation of objectives is the step of preparing the objectives to be achieved by creating a curriculum. The curriculum created has desired

learning outcomes at each level which can be seen in Table 2.

Table 2. Table of the desired learning outcomes

Element	Learning Outcomes
Speaking	At the end of basic level, English Club members are able to carry out transactional and interpersonal interactions orally with native English or interlocutors regarding matters about themselves, their activities, their environment, and their field of expertise as well as the causes and effects and reasons without any language barriers. At the end of advanced level, English Club members are able to implement oral transactional and interpersonal interactions related to the ability to speak English with native English or an interlocutor with discussions about ideas, suggestions, advice, explanations, arguments, descriptions of their environment and their expertise formally or informally without any language barriers.

3. Selection and Organization of Contents

Referring to the desired learning outcomes that want to be achieved at each level, the researcher started selecting and organizing relevant content that can be used as the learning objectives. The contents of the learning objectives of each level are presented below:

a. The Learning Objectives of Basic Level

The following are the learning objectives of the basic level of curriculum. The sequences of learning objectives refer to the sequences of difficulties in CEFR from easiest to difficult, covering the CEFR criteria from beginner (A1) to lower intermediate (B1).

- 1) English Club members are able to express their feelings and condition.
- 2) English Club members are able to introduce them self.
- 3) English Club members are able to introduce their background.
- 4) English Club members are able to share information regarding their hobbies and activities.
- 5) English Club members are able to explain daily routines.

- 6) English Club members are able to explain their social environment.

7) English Club members are able to explain experiences (work, school, vacation, etc.).

8) English Club members are able to do transactional information regarding personal interests.

9) English Club members are able to describe a plan and its reason.

10) English Club members are able to explain their expertise.

11) English Club members are able to explain the advantages and disadvantages of something.

12) English Club members are able to make interaction with native speaker or foreigner in English.

b. The Learning Objectives of Advanced Level

The following are the learning objectives of the advanced level of curriculum. The sequences of learning objectives refer to the sequences of difficulties in CEFR from easiest to difficult, covering the CEFR criteria from upper intermediate (B2) to proficient (C2).

1) English Club members are able to do narrative monologue.

2) English Club members are able to communicate informally and formally.

3) English Club members are able to do speech.

4) English Club members are able to react to social issues.

5) English Club members are able to give suggestion, arguments.

6) English Club members are able to debate with interlocutor by paying attention to ethics and logic.

4. Selection and Organization of Learning Experiences

In preparing this curriculum, the researcher emphasized the sequence of internalizing knowledge and integrating knowledge with practice for habituation. The concept used is learning by doing, by practicing what is studied, the knowledge will stick in memories making it can be used and remembered easily. According to Myers (2021), to make communication learning successful, the technique that can be used is to utilize the social lives of language learners which can make an understanding relevant to the materials. It can be about their needs, interests, and goals which can be

applied to their personal and social life. By connecting practical learning to several aspects of their personal and social lives language learners will be able to create habitual use of the language target. This concept is very appropriate for improving speaking skills which can be defined as speaking as practical learning. Noviyanti, Khurin'in, and Mahsunah (2021) also have the same opinion regarding learning speaking. In their research, the researchers said that speaking is practical learning. Thus, the conclusion is the effective way to practice speaking skills is to start practicing directly by connecting the topics or themes to personal and social lives.

By considering the social life context of language learners of English Club members whose backgrounds are students at universities (UNUSIDA), the researchers compiled learning themes related to their learning environment that can be used at each meeting which is conducted once a week as follows:

a. Themes for Basic Level:

1) Meets 1: Express your feelings!

2) Meets 2: Let's get to know ourselves better!

3) Meets 3: Tell me about your background!

4) Meets 4: What are your favorite things?

5) Meets 5: Daily activities.

6) Meets 6: It's my life, how is yours?

7) Meets 7: Unforgettable moment.

8) Meets 8: How do you manage your life?

9) Meets 9: What is your plan?

10) Meets 10: My skills!

11) Meets 11: I can do this!

12) Meets 12: Let's talk with foreigner!

b. Themes for Advanced Level:

1) Meets 1: News anchor.

2) Meets 2: Retelling fiction story.

3) Meets 3: Let's do role-play!

4) Meets 4: I am presenting data!

5) Meets 5: Inspirational speech.

6) Meets 6: Persuasive speech (arguing for social issue).

7) Meets 7: Let's find solution for factual issue!

8) Meets 8: Let's discuss highlight news nowadays!

9) Meets 9: I suggest you!

- 10) Meets 10: Mini debate.
- 11) Meets 11: Technical debate competition.
- 12) Meets 12: Case-based debate (real debate).

5. Determination of What to Evaluate and the Ways

The points evaluated were all curriculum components taking into account the principles of curriculum development. The researcher prepared a validation sheet in the form of a questionnaire and then submitted it to an expert validator in the curriculum field. In this research and development, the expert validator is Dr. Ana Crhistanti, S.Pd., M.Pd., she is a lecturer at Nahdlatul Ulama University Sidoarjo and an expert in the field of curriculum development.

During the validation test, the researcher received suggestions from the validator regarding the curriculum syllabus, make the product underwent revision twice. The explanations of the first syllabus before revision are as follows.

a. The First Syllabus before Revision

Here are the first drafts of language performances of each level before getting suggestions from the validator. Language performances for Basic level are:

1. Implementing oral transactional and interpersonal interactions related to pronunciation of the same letters in different words (e.g. expertise >< expertized), pronunciation of the same or similar sounds in different word (e.g. leaf = leave, love = laugh), and pronunciation of different sounds in the same word with different tenses (e.g. read (present) >< read (past)).

2. Implementing transactional and interpersonal interaction orally by paying attention to the correct use of combining the main points of tenses (present, past, continuous, perfect, and future).

3. Implementing transactional and interpersonal interaction orally by paying attention to the use of verb based on form (bare infinitive, to infinitive, additional infinitive, past, past participle, and present participle), function (ordinary verb, auxiliary verb, primary auxiliary, and modal auxiliary), regular and irregular verb correctly.

4. Implementing transactional and interpersonal interactions orally by paying attention to the correct use of various conjunctions (e.g.

compound conjunctions, complex conjunction, coordinating conjunction, correlative conjunction, and conjunction adverbs).

5. Implementing transactional and interpersonal interactions orally related to themselves, their activities, their environment, and their expertise as well as the causes, effect, and reasons as well as telling and explaining it by paying attention to grammar correctly.

While the language performances for Advanced level are:

1. Implementing transactional interaction orally related to basic mathematical calculations and time in English by paying attention to appropriate vocabulary and correct use of grammar.

2. Implementing transactional interaction orally related to asking and giving directions in English according to the real conditions of the Global Position System by paying attention to appropriate vocabulary and correct use of grammar.

3. Implementing transactional and interpersonal interaction orally related to their lives, activities, environment, and expertise in English as well as providing reverse comparison and equations as an illustration by using synonyms and antonyms of the conditions described by paying attention to appropriate vocabulary and correct use of grammar.

4. Implementing transactional interactions orally related to a condition that describes the proverb by paying attention to the grammar correctly.

5. Implementing transactional interactions orally related to monolog and dialog using formal and informal English delivery forms by paying attention to word selection (diction), sentence arrangement (simple and complex sentences), and structure (passive structure and active structure).

b. The Final Syllabus after Revision

After receiving suggestions on the validation test, the researcher revised the curriculum as follows.

No	Learning Objectives (Basic)	Meets	Themes	Assessment
1	English Club members are able to express their feelings and condition.	1	Express your feelings!	Language performance.
2	English Club members are able to introduce themselves.	2	Let's get to know ourselves better!	Language performance.
3	English Club members are able to introduce their background.	3	Tell me about your background!	Language performance.
4	English Club members are able to share information regarding their hobbies and	4	What is your favorite things!	Language performance.

B. Result Discussion

This research and development aim to create a new product in the form of an English Speaking Curriculum that can be used by the English Club SAU at UNUSIDA. This curriculum can be used as a reference in arranging learning activities. In this way, learning activities have learning achievement indicators that can measure the development phase of English Club members` abilities

The procedure used the steps of Hilda Taba`s curriculum development model (1962). The researcher carried out all of the steps which consist of diagnosis of needs, formulation of objectives, selection of content, organization of content, selection of learning experiences, organization of learning experiences, and determination of what to evaluate. The developed curriculum contains a preface, table of contents, curriculum background, curriculum foundation, principles of curriculum preparation, objectives, English Club graduate profile, basic level and advanced level syllabus, references, and a determination sheet.

The curriculum has passed the validation step and has gone through a revision process based on suggestions and criticism from the validator twice. The final results of the validation test obtained scores 18 from a maximum score of 20 points, with a feasibility percentage of 90% in the category of very valid or very suitable for use. In this way, the curriculum can be used as a reference for learning activities.

The previous research was conducted by Friedlander, Meldrum, and Lyons (2019), who also conducted research and development of a curriculum intending to increase student competence. They conducted a needs analysis first, because this way the researchers could determine the students` deficiencies and needs which could later be used to determine learning objectives. In this way, the basic competencies to be achieved can be appropriate and can be achieved by students. Meanwhile, the learning experience provided places more emphasis on practice that can be directly seen and learned.

Likewise, the second previous research conducted by Purwasih, Kurniawati, Hadi, and Utami (2021) that used Tyler model to develop curriculum. They also did a needs analysis first to determine appropriate learning objectives and then selected and

No	Learning Objectives (Basic)	Meets	Themes	Assessment
5	English Club members are able to explain daily routines.	5	Daily activities.	Language performance.
6	English Club members are able to explain their social environment.	6	It`s my life, how is yours?	Language performance.
7	English Club members are able to explain experiences (work, school, vacation, etc.).	7	Unforgettable moment.	Language performance.
8	English Club members are able to do transactional information regarding personal interests.	8	How do you manage your life?	Language performance.
9	English Club members are able to describe a plan and its reason.	9	What is your plan?	Language performance.
10	English Club members are able to explain their expertise.	10	My skills!	Language performance.
11	English Club members are able to explain the advantages and disadvantages of something.	11	I can do this!	Language performance.
12	English Club members are able to make interaction with native speaker or foreigner in English.	12	Let`s talk with foreigners!	Language performance.
No	Learning Objectives (Advanced)	Meets	Themes	Assessment
1	English Club members are able to do narrative monologue.	1	News anchor.	Language performance.

No	Learning Objectives (Advanced)	Meets	Themes	Assessment
		2	Retelling fiction story.	Language performance.
2	English Club members are able to communicate informally and formally.	3	Let`s do role-play!	Language performance.
		4	I am presenting data!	Language performance.
3	English Club members are able to perform speech.	5	Inspirational speech.	Language performance.
		6	Persuasive speech (arguing for social issues).	Language performance.
4	English Club members are able to react to social issues.	7	Let`s find solutions for factual issues!	Language Performance.
		8	Let`s discuss highlight news nowadays!	Language performance.
5	English Club members are able to give suggestion and arguments.	9	I suggest you!	Language performance.
		10	Mini debate.	Language performance.
6	English Club members are able to debate with interlocutor by paying attention to ethics and logic.	11	Technical debate competition.	Language Performance.
		12	Case-based debate (real debate).	Language Performance.

organized the curriculum contents. Even though the development model is different, the whole theoretical framework is similar.

Either do Zahara and Nurfalah (2022) that used Taba model to develop a curriculum. The first step was the same, did a need analysis, then formulated objectives relay on the results of need analysis. In lighted linearity of the objectives determined to the result of need analysis, they continued the step to select and organize appropriate contents and learning experiences.

According to Fajri (2019) who conducted a literature study related to curriculum development, the researcher argued that being able to start determining and compiling a syllabus begins with the emergence of ideas related to goals and needs, whether institutional needs or learning needs. By with this, the researcher highlights that curriculum development steps that have been carried out following the principles of the research and development curriculum which has grass-root characteristics. Moreover, the English Speaking Curriculum for English Club SAU at UNUSIDA has a backward design in light of the procedures. Apart from that, the idea of curriculum development emerged also relevant to the needs and objectives of developing a curriculum linearly.

CONCLUSION

Based on the results of the research and development, the product is the English Speaking Curriculum for the English Club SAU at UNUSIDA. The model development used was the Taba model (1962). The steps or stages used seven steps which were the diagnosis of needs, formulation of objectives, selection of contents, organization of contents, selection of learning experiences, organization of learning experiences, and determination of what to evaluate and the way to do it. The process was divided into five procedures which cover the seven steps or stages of the Taba development model by the researcher. Below are the descriptions:

1. Diagnosis of Needs

Based on the analysis results, it was known that the English Club needs a curriculum as a reference for preparing learning activities. Apart from that, the English Club did not have a classification of ability

for the members. After completing the diagnosis of needs procedure, the researcher determined two classifications of ability for English Club members, which are the basic level and the advanced level. It was known six members were at the basic level and six left at the advanced level from twelve members who joined the interview.

2. Formulation of Objectives

After determining the categorization level and knowing the abilities, the researcher analyzed the language barriers that the English Club members faced. Referring to the language barriers found, the researcher used those deficiencies to formulate the desired learning outcomes which reasonable to reach by the English Club members.

3. Selection and Organization of Contents

To determine the appropriate contents, the researcher breaks down the desired learning outcomes to be several learning objectives that can used as basic competencies that must be achieved at each meeting. The sequence of the learning objectives refers to the sequence criteria ability of CEFR. These learning objectives act as measurement indicators of learning achievement.

4. Selection and Organization of Learning Experiences

By taking account into the background of English Club members. The researcher presented learning experiences that relate to their daily. The reason why chose a daily theme is because the domain of learning is language performance. According to Myers, (2021), to implement communication learning, the appropriate approach is to make the learning experience connect and relate to daily life. Besides that, Noviyanti, Khurin`in, and Mahsunah (2021) said in their research, that speaking learning is practical learning. It means to improve speaking easily, the topic or themes learned should relate to daily life.

5. Determination of What to Evaluate and the Way to do it

In the Taba model procedures, the validation test is the last step, which is the determination of what to evaluate and the way to do it. The points assessed were regarding the principles of curriculum development which cover the objectives, syllabus, continuity, methodology, and evaluation aspects. The

validity test results obtained 90% with the category very valid and feasible to use.

SUGGESTION

The suggestion provided by the researcher covers the use of the English Speaking Curriculum for the English Club Student Activity Unit for the preparation of teaching and learning activities and further research and development. Below available three suggestions for the English Club tutor at UNUSIDA, the lecturer who has a role as supervisor of English Club SAU at UNUSIDA, and the next researchers:

1. English Speaking Curriculum for English Club Student Activity Unit can be used as a reference for the English Club SAU tutor, English Club supervisor, or the next researchers to develop a module for learning, provide teaching and learning activities, or develop a test for English Club SAU.
2. The next researchers can adopt the English Speaking Curriculum for the English Club SAU at UNUSIDA to develop the other curriculum on different skills in language and compile to be one with the English Speaking Curriculum for the English Club SAU at UNUSIDA. Moreover, parameter indicators or the learning objectives and the learning outcomes can be upgraded to improve the highest limit of the development phase of the English Club members.

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